

Pirate Adventure

Teaching Notes Author: Mary Mackill

<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising</i> 	<p>Decodable words</p> <p>came, don't, house, I'm, put, time</p>
	<p>Tricky words</p> <p>adventure, Biff's, climbed, frightened, goodbye, pirate(s), working</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title and discuss what sort of people are on the cover. Ask the children: *What do you think this story will be about?*
- C** (**Clarifying**) Look at the pictures and talk about what is happening.

Strategy check

Remind the children of *The Magic Key* story to help them guess what will happen in this story.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Questioning**) As you listen to individual children, ask questions to ensure they keep the sense of the story as they read, e.g. on page 16: *How do you think the children are feeling now?*

Assessment Check that children:

- use their phonic knowledge and the context to read unfamiliar words such as 'frightened'
- use comprehension skills to understand the events of the story.

Returning to the text

- C** (**Questioning, Clarifying, Summarising**) Ask: *What are the most important events in this story? Why do you think Wilf and Wilma felt differently from Biff and Chip at the beginning of the story? Did their feelings change later?*
- C** (**Prediction**) Ask: *Do you think the children will want to go on a magic key adventure another time?*
- C** (**Questioning, Summarising**) Ask: *How did Biff feel about pirates before and after the story? Why?*

Group and independent reading activities

Objective Recognise and use alternative ways of pronouncing the grapheme 'ow'.

- W** Point out the word 'boat' on page 17. Draw a large boat and write the word 'boat' on it with the 'oa' phoneme underlined.
- Ask children to find other words in the story that have the same sound: 'don't', 'glow', 'Oh', 'no', 'opened', 'rope', 'go'.

Assessment Do the children recognise that some words with the same letter 'o' have different sounds, e.g. 'to'?

Objective Use knowledge of common inflections in spelling, such as plurals.

W Ask the children to find the word that means ‘more than one pirate’.

- Ask children to write down the plural form of these words: ‘shell’, ‘tree’, ‘window’, ‘door’, ‘hat’.
- Can they write the plural for ‘party’? (‘parties’) Explain that ‘y’ changes to ‘ies’ when the word has a consonant before the ‘y’. Ask them to apply this rule to make the plural of these words: ‘lady’, ‘story’, ‘cherry’, ‘cry’.

Assessment Can children explain whether to add ‘s’ or ‘ies’ to make the plural of a word?

Objective Ask and answer questions.

C (**Questioning**) Ask the children these questions: *Who came to play with Biff and Chip? What began to glow?*

- Children, in groups of three, look through the book, taking turns to ask each other questions about the story.

Assessment Are children listening carefully to each question and answering appropriately?

Objective Retell stories, ordering events using story language.

C (**Clarifying, Summarising**) **You will need** word cards of these connectives: ‘First’, ‘Then’, ‘Suddenly’, ‘After’, ‘Next’, ‘At last’.

Ask the children to recall the main events in the story. In pairs, children retell the story to each other, focusing on the main events and picking the appropriate word cards to begin their sentences.

Assessment Can children select the connective most appropriate to the order of the events?

Objective Identify the main characters in stories, and find specific information in the text.

C (**Questioning, Clarifying**) Ask the children to give you the names and roles of all the characters in the story.

- Ask the following: *Why is it that Biff and Chip are the ones leading the adventure? Why do Wilf and Wilma behave the way they do on pages 4–7?*
- Ask the children to find the pages that show which pirates seem to be more important than the others.
- Ask: *Why do you think the author has decided to show the pirates doing something different from what they would normally do? Does this make a good story?*

Assessment Do the children refer to the text and pictures to answer questions?

Do the children explain why the author has written an unconventional pirate story?

Speaking, listening and drama activities

Objective Explore characters through improvisation and role-play.

Ask the children, in pairs, to take turns to be a pirate. Encourage them to ask each other what it is like to be a pirate and why they think no one would want to go to a pirate’s party.

Writing activities

Objective Compose and write simple sentences independently.

- Collect lists of words about the seaside for children to use in their own writing.
- Ask: *What sorts of adventure could you have at the seaside?* Use children’s suggestions to model writing a story opening, e.g. ‘I was paddling in the water when suddenly...’
- Ask the children to write their own story beginnings. Some children may want to complete their stories.

Assessment Have the children written thoughtful and imaginative story openings?

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